

**Foundations of Reading  
Intensive Intervention Materials Grades 3-8**

This rubric is intended for use with instructional materials that provide instruction on phonological awareness, phonics, and fluency.

Students who continue to struggle to meet [Louisiana Student Standards](#) after they have received all possible supports available during whole-class and small-group instruction need **intensive intervention** in addition to, not as a substitute for, whole-class and small-group instruction. The content of intensive intervention should target needs that are based on the program’s diagnostic tool. Intervention should support the approaches used during whole-class and small-group instruction, even when the curriculum used during intervention is different from that used during whole-class and small-group instruction.

The Louisiana Department of Education believes that intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. In **systematic instruction**, the organization of material follows a logical order of language. The sequence of instruction begins with the student’s prescribed need and progresses methodically from basic concepts and elements to more difficult concepts and elements. In **explicit instruction**, the method of teaching emphasizes attention on small learning steps, consistently checking for student understanding, and ensuring student engagement and participation. The instruction requires deliberate (i.e., Say, Model, Practice, Apply) teaching of all concepts and does not assume that students will naturally deduce these concepts on their own.

**Pre Screening Requirement:**

Publishers must submit evidence-based research documenting effectiveness in phonological awareness, phonics, and fluency.

Title: **Project Read Linguistics: Accelerated Phonics**

Grade: **3-8**

Publisher: **Language Circle Enterprises, Inc.**

Copyright: **2016**

Overall Rating: **Tier III, Not representing quality**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
	1. Program Design (Non-negotiable)

### Scoring Guidance<sup>1</sup>:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

#### Section I: Non-negotiable Criteria.

- Review the **required**<sup>2</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criterion 2. Materials must meet **Non-negotiable** Criteria 1 and 2 to continue to **Non-negotiable** Criterion 3. Materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criterion of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criterion.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criterion.

If all Non-negotiable Criteria are met and Section II is completed with a score of “Yes” or “No,” continue to

#### Section III: Additional Information.

- The indicators in this section are not scored, but provide additional information about the materials.
- The indicators in this section do not affect the overall rating of the materials.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

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<sup>1</sup>The tiering system in the [LDOE’s Online Instructional Materials Review process](#) is used to rate the materials’ degree of alignment to state standards, using the respective rubric. The term “tier” in this rating context does not correspond to student achievement levels or degree of needed support commonly used in intervention settings.

<sup>2</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.</b>			
<p><b>Non-negotiable</b>  <b>1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</b></p> <p>Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials and instructional approaches <b>support</b> the rubric <a href="#">definition</a> for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit.</p>	<p><b>Yes</b></p>	<p>Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. The materials use the Response To Intervention (RTI) process and begin with universal screening and instruction for all students. Students complete a series of assessments to determine entry level into the program by determining specific skill deficits and to monitor student progress over time. The program is designed for three tiers of intervention (Tier I, Tier II, Tier III/IV) as outlined in the Program Implementation Guide: Multi-Levelled Instruction. Tier I instruction includes CORE with Differentiated Instruction and should be implemented 20-30 minutes per day to either a whole group or small group of students. Tier II includes CORE and Supplemental Instruction and should be implemented for 30 minutes, 3-5 times a week, to 5-7 students. Tiers III and IV include intensive support with Supplemental or Core Replacement Special Education or</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>General Education. The students in Tiers III/IV have already received support in the prior tiers, and based on progress monitoring, need more intensive support. Tier III/IV instruction lasts for 40-60 minutes, 5 days a week. The Table of Contents includes sections that explain how to teach each part included within each lesson. These parts include Sound/Symbol, Phonetically Irregular Words, Spelling, Syllabication, and Handwriting. The Intermediate Reading Comprehension Collection includes reading strategies for provided texts. The strategies include Pre-Reading, Teacher Directed Silent and Oral Reading, Reading Fluency and Reading Comprehension.</p>
	<p><b>Required</b>  <b>1b)</b> Materials include tools to <b>evaluate</b> foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p> <ul style="list-style-type: none"> <li>• Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction.</li> <li>• Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</li> </ul>	<b>No</b>	<p>Materials include some tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency; however, no guidance for determining student placement was observed. Materials offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics and fluency. The program uses the Project Read Mastery Tests to provide pre-tests, unit mastery tests, cumulative assessment, and post-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>tests to monitor students' progression and mastery. Several assessments are provided to measure progress in the Linguistics program including: Phonemic Awareness Screener, Word Decoding, Word Encoding, Sentence Dictation, Informal Fluency Assessment, and End of Unit Tests. The Informal Fluency Assessment is designed to assess the student's ability to decode grade appropriate material. The student reads for one minute as the instructor records any word errors on a separate sheet of paper. The instructor records the number of words read correctly in one minute. However, while materials do include directions for assessing fluency, teacher directions state that texts for the assessment are to be chosen "from a core textbook for the student's current grade level" rather than being provided in the instructional materials. Unit Tests are administered at the end of each unit to track the students' growth. Each Unit Test provides teacher and student directions and is worth twenty points. Students should achieve at least 16 points, or 80% mastery, before moving to the next unit in the program. A paper Unit Test diagnostic tracker is provided for the teacher to track student growth. The program provides explicit instructions on how to administer the assessments; however, scoring of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			assessments is left up to teacher interpretation. Additionally, no evidence of guidance trackers were observed within the materials. Monitoring procedures are systematic and consistent throughout the program at the achievement level, but no evidence was found for student placement materials which impacts the use and effectiveness of the diagnostic tool.
<p><b>Non-negotiable</b>  <b>2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</b></p> <p>Materials include <a href="#">systematic and explicit instruction</a> in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>Required</b>  <b>2b)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>Required</b>  <b>2c)</b> Materials provide multiple opportunities and practice for students to master <b>high-frequency irregular</b> words both in and out of context based on student need.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>Required</b>  <b>2d)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>2e)</b> Materials include varied and frequent opportunities for students to engage in supported practice to gain reading <b>fluency</b> with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>Non-negotiable</b>  <b>3. USABILITY AND SUPPORT:</b>            Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>3a)</b> Materials provide clear, extensive <b>guidance and support</b> for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>Required</b>  <b>3b)</b> Materials support a <b>high level of student and teacher interaction</b>. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY</b>			
<p><b>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</b>            Materials are easy to use and well organized. Materials provide regular opportunities for students to receive feedback and set instructional goals. Materials enhance</p>	<p><b>Required</b>  <b>4a)</b> Materials include a <b>wide variety</b> of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>Required</b>  <b>4b)</b> Materials provide a variety of <b>multimodal/multisensory</b> resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>student engagement and learning through multimodal/multisensory resources and provide a wide variety of resources/texts.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>4c)</b> Materials include regular opportunities and tools for students to receive <b>feedback</b> on and track their progress toward proficiency and/or understanding.</p> <ul style="list-style-type: none"> <li>Materials include goal tracking tools with directions on their use. There is a process for setting individual student goals. Feedback comes from the teacher, peers, and/or student self-assessment or reflection.</li> <li>Materials provide guidance on helping students set fluency goals and graph progress.</li> <li>Materials contain strategies for family engagement including informing all stakeholders about student progress and how families can help support student progress and achievement.</li> </ul>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>Required</b>  <b>4d)</b> Materials are <b>easy to use and well organized</b> for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p><b>SECTION III: ADDITIONAL INFORMATION</b>  <b>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</b></p>			
<p><b>5. ADDITIONAL INFORMATION</b></p> <p>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p>	<p><b>5a)</b> Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p>	<p><b>Not Scored</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>5b)</b> Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.</p>	<p><b>Not Scored</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. Non-negotiable Criteria of Superior Quality</b>	1. Program Design	No	Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. Materials include some tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency; however, no guidance for determining student placement was observed.
	2. Instructional Design	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	3. Usability and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>II. Additional Criterion of Superior Quality</b>	4. Additional Indicators of Superior Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>III. Additional Information</b>	5. Additional Information	<b>Not Scored</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades K-8.

Appendix I.

Publisher Response

**Foundations of Reading  
Intensive Intervention Materials Grades 3-8**

This rubric is intended for use with instructional materials that provide instruction on phonological awareness, phonics, and fluency.

Students who continue to struggle to meet [Louisiana Student Standards](#) after they have received all possible supports available during whole-class and small-group instruction need **intensive intervention** in addition to, not as a substitute for, whole-class and small-group instruction. The content of intensive intervention should target needs that are based on the program’s diagnostic tool. Intervention should support the approaches used during whole-class and small-group instruction, even when the curriculum used during intervention is different from that used during whole-class and small-group instruction.

The Louisiana Department of Education believes that intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. In **systematic instruction**, the organization of material follows a logical order of language. The sequence of instruction begins with the student’s prescribed need and progresses methodically from basic concepts and elements to more difficult concepts and elements. In **explicit instruction**, the method of teaching emphasizes attention on small learning steps, consistently checking for student understanding, and ensuring student engagement and participation. The instruction requires deliberate (i.e., Say, Model, Practice, Apply) teaching of all concepts and does not assume that students will naturally deduce these concepts on their own.

**Pre Screening Requirement:**

Publishers must submit evidence-based research documenting effectiveness in phonological awareness, phonics, and fluency.

Title: **Project Read Linguistics: Accelerated Phonics**

Grade: **3-8**

Publisher: **Language Circle Enterprises, Inc.**

Copyright: **2016**

Overall Rating: **Tier III, Not representing quality**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
	1. Program Design (Non-negotiable)

### Scoring Guidance<sup>1</sup>:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

#### Section I: Non-negotiable Criteria.

- Review the **required**<sup>2</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criterion 2. Materials must meet **Non-negotiable** Criteria 1 and 2 to continue to **Non-negotiable** Criterion 3. Materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criterion of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criterion.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criterion.

If all Non-negotiable Criteria are met and Section II is completed with a score of “Yes” or “No,” continue to

#### Section III: Additional Information.

- The indicators in this section are not scored, but provide additional information about the materials.
- The indicators in this section do not affect the overall rating of the materials.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

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<sup>1</sup>The tiering system in the [LDOE’s Online Instructional Materials Review process](#) is used to rate the materials’ degree of alignment to state standards, using the respective rubric. The term “tier” in this rating context does not correspond to student achievement levels or degree of needed support commonly used in intervention settings.

<sup>2</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.</b>				
<p><b>Non-negotiable</b>  <b>1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</b></p> <p>Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials and instructional approaches <b>support</b> the rubric <a href="#">definition</a> for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit.</p>	<p><b>Yes</b></p>	<p>Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. The materials use the Response To Intervention (RTI) process and begin with universal screening and instruction for all students. Students complete a series of assessments to determine entry level into the program by determining specific skill deficits and to monitor student progress over time. The program is designed for three tiers of intervention (Tier I, Tier II, Tier III/IV) as outlined in the Program Implementation Guide: Multi-Levelled Instruction. Tier I instruction includes CORE with Differentiated Instruction and should be implemented 20-30 minutes per day to either a whole group or small group of students. Tier II includes CORE and Supplemental Instruction and should be implemented for 30 minutes, 3-5 times a week, to 5-7 students. Tiers III and IV include intensive support with Supplemental or Core Replacement Special Education or</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>General Education. The students in Tiers III/IV have already received support in the prior tiers, and based on progress monitoring, need more intensive support. Tier III/IV instruction lasts for 40-60 minutes, 5 days a week. The Table of Contents includes sections that explain how to teach each part included within each lesson. These parts include Sound/Symbol, Phonetically Irregular Words, Spelling, Syllabication, and Handwriting. The Intermediate Reading Comprehension Collection includes reading strategies for provided texts. The strategies include Pre-Reading, Teacher Directed Silent and Oral Reading, Reading Fluency and Reading Comprehension.</p>	
	<p><b>Required</b>  <b>1b)</b> Materials include tools to <b>evaluate</b> foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p> <ul style="list-style-type: none"> <li>Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction.</li> <li>Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</li> </ul>	<b>No</b>	<p>Materials include some tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency; however, no guidance for determining student placement was observed. Materials offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics and fluency. The program uses the Project Read Mastery Tests to provide pre-tests, unit mastery tests, cumulative assessment, and post-</p>	<p>Linguistics Mastery Tests page 3 directly states:</p> <p><b>Placement</b>  Note: The first four units teach foundation skills. Begin students in Unit 1 to ensure that they understand and demonstrate these skills at an automatic level. If students are proficient in the foundation skills, teachers may elect to begin instruction in the unit that corresponds to the student's lowest subtest score.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>tests to monitor students' progression and mastery. Several assessments are provided to measure progress in the Linguistics program including: Phonemic Awareness Screener, Word Decoding, Word Encoding, Sentence Dictation, Informal Fluency Assessment, and End of Unit Tests. The Informal Fluency Assessment is designed to assess the student's ability to decode grade appropriate material. The student reads for one minute as the instructor records any word errors on a separate sheet of paper. The instructor records the number of words read correctly in one minute. However, while materials do include directions for assessing fluency, teacher directions state that texts for the assessment are to be chosen "from a core textbook for the student's current grade level" rather than being provided in the instructional materials. Unit Tests are administered at the end of each unit to track the students' growth. Each Unit Test provides teacher and student directions and is worth twenty points. Students should achieve at least 16 points, or 80% mastery, before moving to the next unit in the program. A paper Unit Test diagnostic tracker is provided for the teacher to track student growth. The program provides explicit instructions on how to administer the assessments; however, scoring of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			assessments is left up to teacher interpretation. Additionally, no evidence of guidance trackers were observed within the materials. Monitoring procedures are systematic and consistent throughout the program at the achievement level, but no evidence was found for student placement materials which impacts the use and effectiveness of the diagnostic tool.	
<p><b>Non-negotiable</b></p> <p><b>2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</b></p> <p>Materials include <a href="#">systematic and explicit instruction</a> in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>2a)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>Required</b></p> <p><b>2b)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>Required</b></p> <p><b>2c)</b> Materials provide multiple opportunities and practice for students to master <b>high-frequency irregular</b> words both in and out of context based on student need.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>Required</b></p> <p><b>2d)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>Required 2e)</b> Materials include varied and frequent opportunities for students to engage in supported practice to gain reading <b>fluency</b> with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<p><b>Non-negotiable 3. USABILITY AND SUPPORT:</b></p> <p>Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required 3a)</b> Materials provide clear, extensive <b>guidance and support</b> for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>Required 3b)</b> Materials support a <b>high level of student and teacher interaction</b>. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY</b>				
<p><b>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</b></p> <p>Materials are easy to use and well organized. Materials provide regular opportunities for students to receive feedback and set instructional goals. Materials enhance</p>	<p><b>Required 4a)</b> Materials include a <b>wide variety</b> of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>Required 4b)</b> Materials provide a variety of <b>multimodal/multisensory</b> resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>student engagement and learning through multimodal/multisensory resources and provide a wide variety of resources/texts.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required 4c)</b> Materials include regular opportunities and tools for students to receive <b>feedback</b> on and track their progress toward proficiency and/or understanding.</p> <ul style="list-style-type: none"> <li>Materials include goal tracking tools with directions on their use. There is a process for setting individual student goals. Feedback comes from the teacher, peers, and/or student self-assessment or reflection.</li> <li>Materials provide guidance on helping students set fluency goals and graph progress.</li> <li>Materials contain strategies for family engagement including informing all stakeholders about student progress and how families can help support student progress and achievement.</li> </ul>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>Required 4d)</b> Materials are <b>easy to use and well organized</b> for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p><b>SECTION III: ADDITIONAL INFORMATION</b>  <b>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</b></p>				
<p><b>5. ADDITIONAL INFORMATION</b></p> <p>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p>	<p><b>5a)</b> Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p>	<p><b>Not Scored</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>5b)</b> Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.</p>	<p><b>Not Scored</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
<b>I. Non-negotiable Criteria of Superior Quality</b>	1. Program Design	<b>No</b>	Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. Materials include some tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency; however, no guidance for determining student placement was observed.	Linguistics Mastery Tests page 3 directly states:  <b>Placement</b> Note: The first four units teach foundation skills. Begin students in Unit 1 to ensure that they understand and demonstrate these skills at an automatic level. If students are proficient in the foundation skills, teachers may elect to begin instruction in the unit that corresponds to the student’s lowest subtest score.
	2. Instructional Design	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	3. Usability and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>II. Additional Criterion of Superior Quality</b>	4. Additional Indicators of Superior Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>III. Additional Information</b>	5. Additional Information	<b>Not Scored</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>				

Appendix II.

Public Comments

There were no public comments submitted.